



EMOTIONAL INTELLIGENCE AND KNOWLEDGE MANAGEMENT- A RELATIONSHIP STUDY

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ABSTRACT

Background of the Study: In today's competitive environment, organizations are looking ways success and they know their potential is on Human Resource Management. Enhancing the knowledge level of employees and making them emotionally intelligent will become the competitive edge of the organizations. Likewise the intense competition among education intuitions made them to think about recruiting talented faculties and the means of retaining them.

Objective: The current study is focused on analyzing the association among socio economic factors with knowledge management; emotional intelligence and the relationship of emotional intelligence with knowledge management of teaching faculties.

Methods: To analyses the objective 250 was collected through questionnaire from the college faculties of Salem district and the results were derived using chi-square, correlation and regression analysis.

Finding and Suggestions: Some of the socio economic factors are impacting the level of knowledge management and emotional intelligence and some are not. Similarly, the components of emotional intelligence are found to have constructive relationship and significant influence on knowledge management of the faculties. Hence the educational institutions are suggested to give importance to emotional intelligence of their faculties, to enhance their faculty's knowledge management.

Key words: Emotional Intelligence, Knowledge Management

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1. INTRODUCTION

The important part of Knowledge Management is Knowledge dissemination and that has to be happen voluntarily and not out of compulsion. That kind of transformation is essential for knowledge acquisition and dissemination of faculties. Emotional intelligence of the individual has a prominent role in this transformation process (Kalkan, 2005). Knowledge sharing is very much important and playing a key role in education sector than any other industries. The rightly shared knowledge of faculties creates immense values to the institution and to the student. There are numerous studies about knowledge management in Industry sector (Gopinath, 2019 d); still studies in education sector and the association of knowledge management with emotional intelligence are very limited.

Knowledge Management is about to creating an encouraging environment that supports for knowledge acquisition, Knowledge transformation application in the organization (Nonaka and Teece, 2001; Quresh et al., 2014). This is a knowledge based era and it is essential to explore new forms of knowledge. The more we explore, more it develop. The modes of exploring and developing the Knowledge would be the competitive advantage of the institutions and also determine institution's growth and sustainability. In this context emotional intelligence plays prominent role in knowledge acquisition process (Gopinath, 2020 a) defined emotional intelligence as "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". The persons good at regulating their own emotions and manage the emotions of others are good at interpersonal skills and the possibility of having difference of opinion with others is also low (Gopinath and Chitra, 2020 a). Fortunately, the quality of emotional intelligence is not an inborn trait whereas it is influenced by the factors like family background (Chitra, 2020; Gopinath and Chitra, 2020 b) and it can be developed through consistent practice (Suchitra and Gopinath, 2020 a). This study is to investigate how the education institutions can enrich the knowledge management of their faculties by the way of improving their level of emotional intelligence (Suchitra and Gopinath, 2020 b).

2. REVIEW OF LITERATURE

The researches on knowledge management (Davenport and Prusak, 1998; Nonaka, 1991; Tomka, 2009; Ismail, 2006) state that the Knowledge up gradation is possible only through communication between the members of the organisation and exchange of individual ideas. During this process both individual and organisation is getting benefited (Gopinath, 2020 c). In simple terms we can define knowledge management as knowledge transfer or knowledge sharing. Having the practice of knowledge management in organisation supports them in several ways, such as to reduce the occupational stress (Gopinath, 2011 a); strengthen the leadership and communication (Gopinath, 2019 a) and also to improve the job involvement and organisational commitment (Gopinath, 2019 b; Gopinath and Kalpana, 2020). Hence these researches has highlighted the prominence of knowledge management, the organisations are started focussing on developing it to have the competitive edge. However, the researches states that, from the perception of people, knowledge sharing is unusual and they habitually renounce from sharing their knowledge with others. The reasons coined for this behaviour is inadequate communication facilities and other communication barriers between the giver and receiver and

lack of organisational culture (Gopinath, 2019 c). To overcome these constraints in knowledge management, Tampoe (1996) suggested that the thought of sharing our knowledge with others is basically from need of honour, operational autonomy, feeling of accomplishment and personal growth and Hendriks (1998) found that these are the outcomes of emotional intelligence contingent. The emotional intelligence traits namely understanding the emotions of self and others and managing it have great influence in determining their level of satisfaction (Sivakumar and Chitra, 2016), networking capability (Milton, 2005) and also in their attitude (Sivakumar and Chitra, 2018) and these would become the base for their knowledge sharing behaviour. Even though we have studied explaining the relationship of knowledge management with emotional intelligence, there are very few studies in the context educational institutions. Gopinath (2013) inferred that recent trends on Critical Emotional Intelligence (Emotional Competence Inventory, Emotional Quotient Inventory, Multifactor Emotional Intelligence Scale, and Mayer–Salovey–Caruso Emotional Intelligence Test) measures are provided.

Objectives

The study is primarily focussed on analysing the relationship of socio economic factors with emotional intelligence and knowledge management. The secondary aim is analysing the impact of the emotional intelligence components and knowledge management.

3. METHODOLOGY

This study is Empirical in nature and the data was collected from arts and science colleges, engineering colleges and Business schools of Salem city. Totally 250 samples were collected through stratified random sampling method. The Instruments used for data collection are Go leman's Emotional competence Inventory and self-administered questionnaire on Knowledge Management.

Ethical Statement

Prior permission was sought from the principals and head of the departments of concern institutions, by explaining the purpose and objective of the study. Data was collected from the teaching faculties of various Institutions. Many attempts were made to achieve the required sample size and no personal information was disclosed from the data collected in order to maintain proper privacy of the respondents.

Research Model

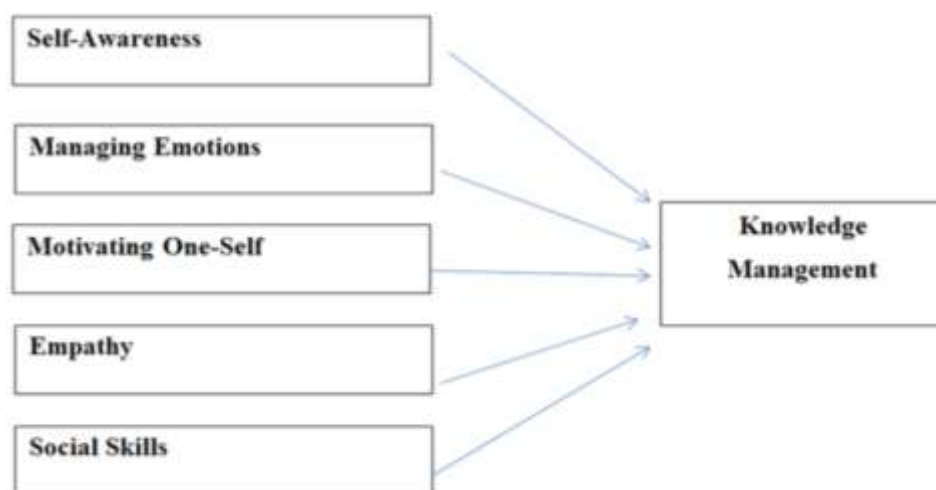


Figure 1

In our research model, to study the relationship among emotional intelligence components and knowledge management, the five factors namely self-awareness, Managing Emotions, Motivating Self, Empathy and Social Skills are considered as independent variable and knowledge management is considered as dependent variable.

Hypothesis

H0₁: There is no significant association between socio economic factors and knowledge management; emotional intelligence of the respondents.

H0₂: There is no significant relationship between emotional intelligence factors and knowledge management of the respondents.

4. ANALYSIS AND INTERPRETATION

4.1 Chi- Square Analysis

Is to study the significant association between socio economic factors and knowledge management; emotional intelligence.

Table 1

Association between socio economic factors and Knowledge Management; Emotional Intelligence						
Socio-Economic Factor	Variables	N	Knowledge Management		Emotional Intelligence	
			Chi-Square value	P value	Chi-Square value	P value
Gender	Male	157	23.153	1.287	17.319	1.897
	Female	93				
Age	25-30yrs	59	138.427	0.001**	122.441	0.001**
	31-35yrs	91				
	36-40yrs	64				
	41 and above	36				
Qualification	PG	78	156.619	0.001**	142.519	0.001**
	M.Phil.	83				
	P.hD	89				
Designation	Assistant Professor	121	98.781	0.001**	116.561	0.001**
	Associate Professor	65				
	Professor	64				
Monthly Income	Below 15000	55	31.101	0.003*	42.236	0.739
	15001-25000	87				
	25001-35000	73				
	Above 35000	35				

** Indicates 1 per cent significance

* Indicates 5 per cent significance

The results of chi-square analysis indicate, gender of the respondent has no association with the knowledge management and emotional intelligence of the respondents since the p value is greater than 0.05. While age, qualification and designation of the respondents are associated with knowledge management; emotional intelligence at 1 per cent level of significance. On the

other hand monthly income of the respondent is associated with knowledge management at 5 per cent level of significance and it is not associated with emotional intelligence.

The socio economic variables associated with both the variables should be focused to improve them. Similarly, Gopinath (2020 b) deciphered that demographic Percipience of Self-Actualization among Academic Leaders in Tamil Nadu Universities.

4.2 Correlation Analysis

To assess the significant relationship between emotional intelligence components and knowledge management, Pearson Correlation Coefficient was calculated among the factors.

Table 2

Correlation between emotional intelligence factors and knowledge management						
Factors of EI and KM	Self-Awareness	Managing Emotions	Motivating One-Self	Empathy	Social Skills	Knowledge Management
Self-Awareness	1.000	0.623**	0.667**	0.658**	0.545**	0.678**
Managing Emotions		1.000	0.534**	0.568**	0.598**	0.565**
Motivating One-Self			1.000	0.767**	0.668**	0.693**
Empathy				1.000	0.523**	0.527**
Social Skills					1.000	0.622**
Knowledge Management						1.000

** Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient between Self-Awareness and Managing Emotions is 0.623 which indicates 62.3 percentage affirmative relationships between Self-Awareness and Managing Emotions at 1% level of significance. The relationship between Self-Awareness and Motivating One-Self is 0.667 which specify 66.7 percentage constructive relationships between Self-Awareness and Motivating One-Self at 1% level of significance. The association of Self-Awareness with Empathy is 0.658 which denote 65.8 percentage progressive relationships between Self-Awareness and Empathy at 1% level of significance. The correlation coefficient between Self-Awareness and Social Skills is 0.545 which shows 54.5 percentage progressive relationships between Self-Awareness and Social Skills at 1% level of significance. The correlation coefficient between Self-Awareness and knowledge management is 0.678 which indicates 67.8 percentage positive relationships between Self-Awareness and knowledge management at 1% level of significance, as like other factors are also positively correlated with each other.

4.3 Regression Analysis

Multiple Regressions is the determination of statistical relationship between more variables. More than two (independent) variables is the cause of the character of another one (dependent) variable.

Table 3

Dependent variable	Knowledge Management (Y)
Independent Variable	<ul style="list-style-type: none"> • Self-Awareness (X_1) • Managing Emotions (X_2) • Empathy (X_3) • Social Skills (X_4) • Motivating One-Self (X_5)
Multiple R value	0.864
R Square value	0.678
F value	65.761
P value	<0.001

Regression analysis is concerned with the derivation of an appropriate mathematical expression is derived for finding values of a dependent variable on the basis of independent variable. Thus it is designed to examine the relationship of a variable Y to a set of other variables $X_1, X_2, X_3, \dots, X_n$, the most commonly used liner equation in $Y = b_1 X_1 + b_2 X_2 + \dots + b_n X_n + b_0$.

Here Y is the dependent variable which is to be found. X_1, X_2, \dots and X_n are known variables with which predictions are to be made and b_1, b_2, \dots, b_n are coefficient of the variables.

In this study the dependent variable is Knowledge Management, Independent variables are Social Skills, Managing Emotions, Empathy, Self-Awareness, Motivating One-Self are discussed as follows:

The multiple correlations co-efficient is 0.864 measure the degree of relationship between the actual values and predicted values of knowledge management. Because the predicted values are obtained as a liner combination of Self-Awareness (X_1), Managing Emotions (X_2), Empathy (X_3), Social Skills (X_4), Motivating One-Self (X_5). The coefficient value of 0.864 indicates the relationship between Knowledge Management and four independent variables are positive and the relationship between knowledge management and Self Awareness (X_1) is negative.

Table 4

Variables	Unstandardized coefficients	SE of B	Standardized coefficients	t value	P value
(constant)	0.203	0.242	-	0.543	0.759
Self-Awareness	-0.112	0.174	-0.112	-0.194	0.765
Managing Emotions	0.321	0.273	0.317	2.463	<0.001**
Motivating One-Self	0.331	0.683	0.562	4.836	<0.001**
Empathy	0.083	0.178	0.176	0.841	0.348*
Social Skills	0.276	0.556	0.474	4.368	<0.001**
** denotes 1% level of significance. * denotes 5% level of significance					

The coefficient of determination R-Square measures the goodness of fit of the estimated Sample Regression Plan (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Thus the value of R square is 0.678 which means 67.8 percentage variation in knowledge management is explained by the estimated SRP that uses, Managing Emotions, Motivating One self, and Social Skills as independent variables and R square value is significant at 1% level and also Empathy as independent

variable R square value is significant at 5% level, and there is no significant variation in Knowledge Management is explained by the estimated SRP that uses Self Awareness as the independent variable.

The multiple regression equation is

$$Y = 0.203 + (-0.112X_1) + 0.317X_2 + 0.562X_3 + 0.176X_4 + 0.474X_5$$

Hence the coefficient of X_1 is -0.112 represents the negative effect of Self-Awareness on knowledge management, holding the other variables as constant. The negative sign implies that knowledge management would decrease by 0.012 for every unit of decrease in Self-Awareness. The coefficient of X_2 0.317 represents the positive effect of Managing Emotions on knowledge management holding the other variables as constant. The estimated positive sign implies Knowledge Management would increase by 0.317 for every unit of increase in Managing Emotions and this coefficient value is significant at 1% level.

The coefficient of X_3 is 0.562 represents the positive effect of motivating self on knowledge management, holding the other variables as constant. The estimated positive sign implies that knowledge management would increase by 0.562 for every unit of increase in motivating self and this coefficient value is significant at 1% level. The coefficient of X_4 is 0.167 represents the positive effect of Empathy on knowledge management. Holding the other variables as constant the estimated positive sign implies that knowledge management would increase by 0.167 for every unit of increase in Empathy and this coefficient value is significant at 5% level. The coefficient of X_5 is 0.474 represent the positive effect of Social Skills on knowledge management. Holding the other variables as constant the estimated positive sign indicates, knowledge management would increase by 0.274 for every unit of increase in Social skills and this coefficient value is significant at 1% level.

Based on the values of standardized coefficient Social Skills, Motivating One-Self and Managing Emotions are the prominent contributing factor to Knowledge Management; Empathy is the least contributing factor to Knowledge Management. And Self-Awareness is the negative contributing factor to Knowledge Management.

5. DISCUSSION

Based on the above analysis, the study reveals some interesting insights. First of all, all the socio economic factors are not having significant association with knowledge management and emotional intelligence, while some of them are influencing. Similarly, Gopinath (2014 a & b) confirmed that the reduction of executive stress by development of Emotional Intelligence. In the same way self-motivation is the vital trait of emotional intelligence which has significant influence on knowledge management (Gopinath and Ganesan, 2014). This outcome is in line with the studies of Hendriks (1998) insisted self-motivation is essential for knowledge management. Social Skills dimension of the Emotional Intelligence also has a positive impact over the Knowledge Management. This implies that having cordial relationship with fellow employees resulted in a strong growth in Knowledge Management practices in the organization. Managing emotions has positive contribution to knowledge management, handling our own and others' emotions facilitate better knowledge management. Empathy is the least contributing factor and Self-Awareness dimension of the Emotional Intelligence has failed to impact on the Knowledge Management. This clearly states makes failing to recognize ones emotions thereby leads negative pull back of knowledge management. Studies of (Sivakumar and Chitra, 2017) have also explained significant relationship of emotional intelligence factors with job satisfaction. Gopinath (2011 b, c & d) confirmed that employees' emotion in workplace has received relatively attention from organizational behaviour. Workplace emotions are multi dimensional in the organization and the corporate has the onus of harvesting the flux of emotions to build a professional work attitude in employees.

6. CONCLUSION

This study investigated to analyse the contribution of Emotional Intelligence towards the Knowledge Management. To be precise, five components of the Emotional Intelligence (Self-Awareness, Managing Emotions, Motivating Self, Empathy and Social Skills) are taken to examine the impact of them over Knowledge Management. The result was evident that motivating self; social-awareness and managing emotions of Emotional Intelligence have a positive impact over Knowledge Management, whereas empathy has least impact and self-awareness of Emotional Intelligence was inefficient to make an impact on the Knowledge Management.

7. SUGGESTION

In today's competitive environment, the educational institutions are striving to get competitive advantage to sustain. The success of the educational institutions depends on the knowledge potential of the faculties. One may not be expert in all the fields, but he has to know, the art of disseminating his exponential knowledge to others. And also he has to know the mental state of others during the process of knowledge transformation. Presence of these two aspects would determine the competitive edge of educational institutions. Hence it is suggested to implement emotional intelligence trainings to enable better knowledge management process.

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